Assignment 6 | SVN3M Mr. Zuberi

**Terraforming Mars?**  
Comparisons to Earth and the Role of Sustainable Agriculture and Forestry

Description

Is it possible to terraform Mars? What do we mean by terraforming? With regards to Earth and the creatures that live on it, what is the importance plant growth, the significance of soil, the role of agriculture and forestry, the atmosphere, and the wisdom of sustainability? To what extent do these environmental factors exist on Mars in comparison to Earth *and* can they be replicated on Mars?

Your task is to exercise critical judgement on all of the matters above. Within this context, you are to provide professional advice in the form of an engaging presentation on whether a colony can be sustained on Mars.

Presentation Details

* 7 – 10 minutes in length
* Must use PowerPoint or a similar presentation software application
* Must use readable and sensible bullet points and visuals
* Can use videos

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|  | Level 1 | Level 2 | Level 3 | Level 4 |
| Research  and  Content  *--‐*  *Knowledge*  *&*  *Understanding* | Content understanding  is limited, content  derived from a  limited number of resources. Presenter  is prepared, well‐  versed with content, and can answer questions posed  in a limited manner.  (0 references) | Some content  understanding  is evident, content  is derived from a some resources. Presenter  is prepared, well-  versed with content, and can answer questions posed  in some ways.  (1-2 references) | Considerable  content understanding  is evident, content  is derived from  a considerable  resources. Presenter  is prepared, well-versed with content, and can answer questions posed  in a considerable  manner.  (2-4 references) | Thorough content  understanding  is evident,  content thoroughly  derived from  several resources.  Presenter  is prepared, well-versed with content, and can answer questions  posed in a  thorough manner.  (5 or more references) |
| Environmental Comparisons between Earth and Mars  *--‐*  *Thinking*  *&*  *Inquiry* | Uses initiating and  planning skills and  strategies with  limited effectiveness; issue is identified,  questions are proposed and answered; comparisons are hardly investigated. | Uses initiating and  planning skills and  strategies with some  effectiveness; issue  is identified, questions are proposed and  answered; comparisons are somewhat investigated. | Uses initiating and  planning skills and  strategies with  considerable  effectiveness;  issue is identified,  questions are proposed and answered; comparisons are considerably investigated. | Uses initiating and  planning skills and  strategies with a  high degree of  effectiveness;  questions are proposed and answered;  comparisons are thoroughly  investigated |
| Mars Colony – sustainable or unsustainable?  *--‐*  *Application* | Applies knowledge  and skills in  familiar contexts  with limited effectiveness;  limited explanations on whether Mars colony is sustainable or unsustainable. | Applies knowledge  and skills in  familiar contexts  with some effectiveness;  some explanations on whether Mars colony is sustainable or unsustainable.. | Applies knowledge  and skills in  familiar contexts  with considerable effectiveness;  considerable explanations on whether Mars colony is sustainable or unsustainable. | Applies knowledge  and skills in  familiar contexts  with a high degree  of effectiveness;  thorough explanations on whether Mars colony is sustainable or unsustainable. |
| Scientific  terminology,  Organization,  Spelling  &  Grammar  *--‐*  *Communication* | Communicates for  different audiences  and purposes with  limited effectiveness;  limited use of proper  grammar and scientific terminology relevant to the unit and is apparent. | Communicates for  different audiences  and purposes with  some effectiveness;  some use of proper  grammar and scientific terminology relevant to the unit is apparent. | Communicates for  different audiences  and purposes with  considerable  effectiveness;  use of proper grammar and scientific terminology relevant to the unit is mostly apparent; | Communicates for  different audiences  and purposes with a  high degree of  effectiveness;  accurate grammar  and thorough use of scientific terminology  relevant to the unit. |